

Lloyd-Kennedy Charter School

222 Beaufort Street P.O. Box 418

Aiken, S.C. 29802-0418

Grades 6–8 Middle School

Enrollment 54 Students

Principal Keisha Lloyd-Kennedy 803-644-4824

Superintendent Dr. Linda B. Eldridge 803-641-2428

Board Chair Dr. John B. Bradley 803-641-8431

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	6	28	4

IMPROVEMENT RATING

AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 6 out of 7 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	N/A	N/A	N/A
2003	Below Average	Unsatisfactory	No
2004	Unsatisfactory	Unsatisfactory	No
2005	Unsatisfactory	Average	No

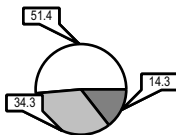
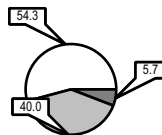
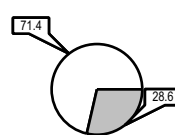
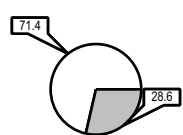
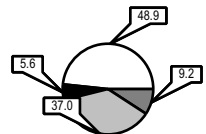
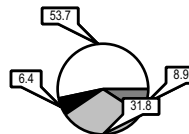
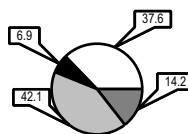
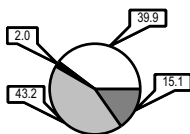
DEFINITIONS OF SCHOOL RATING TERMS





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

97.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	51	100.0	51.4	34.3	14.3	0.0	25.7	Yes	Yes
Gender									
Male	30	100.0	60.0	30.0	10.0	0.0	20.0		
Female	21	100.0	40.0	40.0	20.0	0.0	33.3		
Racial/Ethnic Group									
White	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	47	100.0	54.5	36.4	9.1	0.0	21.2	I/S	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	43	100.0	46.4	35.7	17.9	0.0	32.1		
Disabled	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	51	100.0	51.4	34.3	14.3	0.0	25.7		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	51	100.0	51.4	34.3	14.3	0.0	25.7		
Socio-Economic Status									
Subsidized meals	36	100.0	36.4	40.9	22.7	0.0	31.8	I/S	I/S
Full-pay meals	15	100.0	76.9	23.1	0.0	0.0	15.4		

Mathematics – State Performance Objective = 36.7%									
All Students	51	100.0	54.3	40.0	5.7	0.0	8.6	No	Yes
Gender									
Male	30	100.0	55.0	40.0	5.0	0.0	5.0		
Female	21	100.0	53.3	40.0	6.7	0.0	13.3		
Racial/Ethnic Group									
White	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	47	100.0	57.6	36.4	6.1	0.0	6.1	I/S	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	43	100.0	50.0	42.9	7.1	0.0	10.7		
Disabled	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	51	100.0	54.3	40.0	5.7	0.0	8.6		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	51	100.0	54.3	40.0	5.7	0.0	8.6		
Socio-Economic Status									
Subsidized meals	36	100.0	40.9	50.0	9.1	0.0	13.6	I/S	I/S
Full-pay meals	15	100.0	76.9	23.1	0.0	0.0	0.0		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	51	100.0	71.4	28.6	0.0	0.0	0.0
Gender							
Male	30	100.0	65.0	35.0	0.0	0.0	0.0
Female	21	100.0	80.0	20.0	0.0	0.0	0.0
Racial/Ethnic Group							
White	4	100.0	I/S	I/S	I/S	I/S	I/S
African American	47	100.0	75.8	24.2	0.0	0.0	0.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	43	100.0	67.9	32.1	0.0	0.0	0.0
Disabled	8	100.0	I/S	I/S	I/S	I/S	I/S
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	51	100.0	71.4	28.6	0.0	0.0	0.0
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	51	100.0	71.4	28.6	0.0	0.0	0.0
Socio-Economic Status							
Subsidized meals	36	100.0	68.2	31.8	0.0	0.0	0.0
Full-pay meals	15	100.0	76.9	23.1	0.0	0.0	0.0

Social Studies							
All Students	51	100.0	71.4	28.6	0.0	0.0	0.0
Gender							
Male	30	100.0	75.0	25.0	0.0	0.0	0.0
Female	21	100.0	66.7	33.3	0.0	0.0	0.0
Racial/Ethnic Group							
White	4	100.0	I/S	I/S	I/S	I/S	I/S
African American	47	100.0	75.8	24.2	0.0	0.0	0.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	43	100.0	67.9	32.1	0.0	0.0	0.0
Disabled	8	100.0	I/S	I/S	I/S	I/S	I/S
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	51	100.0	71.4	28.6	0.0	0.0	0.0
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	51	100.0	71.4	28.6	0.0	0.0	0.0
Socio-Economic Status							
Subsidized meals	36	100.0	63.6	36.4	0.0	0.0	0.0
Full-pay meals	15	100.0	84.6	15.4	0.0	0.0	0.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	10	100.0	N/A	N/A	N/A	N/A	N/A
	6	17	100.0	70.6	23.5	5.9	N/A	5.9
	7	17	94.1	26.7	66.7	6.7	N/A	6.7
	8	17	100.0	47.1	47.1	5.9	N/A	5.9
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	6	100.0	I/S	I/S	I/S	I/S	I/S
	6	14	100.0	I/S	I/S	I/S	I/S	I/S
	7	17	100.0	71.4	28.6	0.0	0.0	0.0
	8	14	100.0	25.0	33.3	41.7	0.0	41.7
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	10	100.0	N/A	N/A	N/A	N/A	N/A
	6	17	100.0	64.7	29.4	5.9	N/A	5.9
	7	17	100.0	56.3	43.8	N/A	N/A	N/A
	8	17	100.0	58.8	41.2	N/A	N/A	N/A
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	6	100.0	I/S	I/S	I/S	I/S	I/S
	6	14	100.0	I/S	I/S	I/S	I/S	I/S
	7	17	100.0	85.7	14.3	0.0	0.0	0.0
	8	14	100.0	41.7	50.0	8.3	0.0	8.3
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	6	100.0	I/S	I/S	I/S	I/S	I/S
	6	14	100.0	I/S	I/S	I/S	I/S	I/S
	7	17	100.0	N/AV	N/AV	N/AV	N/AV	N/AV
	8	14	100.0	50.0	50.0	0.0	0.0	0.0
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	6	100.0	I/S	I/S	I/S	I/S	I/S
	6	14	100.0	I/S	I/S	I/S	I/S	I/S
	7	17	100.0	N/AV	N/AV	N/AV	N/AV	N/AV
	8	14	100.0	58.3	41.7	0.0	0.0	0.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 54)				
Students enrolled in high school credit courses (grades 7 & 8)	44.4%	Up from 13.5%	11.7%	15.5%
Retention rate	11.7%	Up from 7.5%	3.5%	3.0%
Attendance rate	95.6%	Down from 96.9%	95.6%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	9.8%	Up from 5.0%	6.2%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	7.8%	Up from 4.9%	5.7%	4.6%
Eligible for gifted and talented	3.3%	Up from 1.5%	12.6%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.7%	Up from 7.5%	14.4%	13.6%
Older than usual for grade	13.0%	Up from 6.3%	6.0%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.9%	Down from 4.7%	1.0%	0.8%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 6)				
Teachers with advanced degrees	N/A	N/A	48.9%	51.8%
Continuing contract teachers	N/A	N/A	75.2%	78.1%
Highly qualified teachers	N/A	N/A	88.3%	89.6%
Teachers with emergency or provisional certificates	N/A	N/A	7.6%	6.0%
Teachers returning from previous year	N/A	N/A	84.7%	85.4%
Teacher attendance rate	97.4%	Down from 100.0%	94.8%	94.9%
Average teacher salary	N/A	I/S	\$40,471	\$41,328
Prof. development days/teacher	12.8 days	Down from 13.3 days	11.7 days	11.5 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	3.0
Student-teacher ratio in core subjects	8.4 to 1	Up from 8.0 to 1	20.8 to 1	21.3 to 1
Prime instructional time	93.1%	Down from 96.9%	89.3%	89.3%
Dollars spent per pupil*	\$6,411	Down 15.2%	\$6,296	\$6,022
Percent of expenditures for teacher salaries*	58.3%	Down from 58.6%	60.6%	61.7%
Opportunities in the arts	Poor	No change	Good	Good
Parents attending conferences	99.0%	No change	98.2%	96.1%
SACS accreditation	No	No change	Yes	Yes
Character development program	Excellent	Up from Average	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	89.0%		89.4%	
Highly qualified teachers in high poverty schools	90.5%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%			
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

During its first year of inception (2002-2003), the Lloyd-Kennedy Charter School served approximately 80 students from predominantly working class families residing on the north side of Aiken County. Minorities make up approximately ninety (90%) percent of our student population. One of the main academic objectives for the LKCS was to enable our students to meet challenging academic standards. In keeping with this objective, all LKCS Teacher Lesson Plans are based on the S.C. Department of Education's Curriculum Standards. Another academic objective of the LKCS was to create a mechanism within its academic program that speaks to the diverse learning styles of students. Thus, the LKCS incorporated the Individual Learning Styles (ILS) educational methodology into its curriculum. The ILS focuses on three types of learners - visual [sight], auditory [hearing], and psychomotor [hands-on application]. By incorporating these components into teacher lesson plans that are based on State standards, the LKCS helps to ensure student understanding of curriculum objectives. This year, the LKCS provided several programs created to improve student scholastic performance. Namely, we are providing remediation instruction in English/Language Arts, Math, Science, and Humanities for those students identified by the teaching staff as functioning below the academic standard level for their grade. The LKCS also held academic-based workshops during its student lab times. During the workshops, the teaching staff focused on methods for improving study skill habits, methods of improving student listening techniques, methods for increasing textual comprehension, and practice for taking standardized tests. In preparation for PACT, the LKCS held a EAA After-School Program for those students who scored below basic on last year's PACT and for those students who were failing two or more subject areas. The EAA Program centered on increasing the basic English/Language Arts and Math skills of said students and offered practice tests stylized after the PACT. Our school also provides an after-school Homework Program for LKCS students. This program gives students the opportunity to complete homework and receive as-needed tutoring from our teaching staff. In an effort to provide additional co-curricular arts instruction, the LKCS acquired the services of an artist and musician to provide hands-on instruction for our students. The LKCS houses a computer lab for its students and provides basic computer technology instruction geared to improve data processing skills and internet research navigation. In keeping with the charter school tradition, the LKCS is focused on community involvement, volunteerism, and parental support. This year the LKCS students have participated in 5 community service projects: visiting the Lutheran Trinity Nursing Home, a Thanksgiving Food Drive, Operation Christmas Child, a Christmas Food Drive, and a Goodwill Clothes Donation Drive. Additionally, our students toured Aiken Public Safety, Aiken County Library, Aiken Historic Museum, Columbia State House, and EchoHike Tour.

K. Kennedy, LKCS Director

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	3	0	13
Percent satisfied with learning environment	I/S	FORMS	84.6%
Percent satisfied with social and physical environment	I/S	LOST IN	100.0%
Percent satisfied with school-home relations	I/S	SHIPMENT	100.0%

*Only students at the highest middle school grade level at this school and their parents were included.